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ABSTRACT

An overview of a program which coordinates ninth-grade academic English and world history courses is presented along with teaching material for the courses. The classes are taught separately, but the subject matter and major assignments are coordinated by historical period. Teaching materials include: goals and objectives of the program, 13 ideas for coordinated assignments, a letter to parents explaining the program, a coordinated list of topics covered in the history class and books assigned in the English class for each of four quarters, a list of 33 first-quarter projects from which students can choose, and instructions for a newspaper project for the fourth quarter. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

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OUTSTANDING PROGRAM DESCRIPTION FORM

FEB - 2

Name of School, District or Agency SANTA ROSA JR. HIGH SCHOOL Grade Levels 9
Address 500 E Street Telephone (707) 528-5281
City Santa Rosa State CA Zip 95405
Name of Contact Person _____ ACSA Region _____
Name of Course, Program, Project or Policy Coordinated Acad. English 1-2/World History

Date of Operation of Program or Project 1980-present

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

Academic 9th grade students enrolled in Miss Behrens and Mrs. Zeni's coordinated English/World History courses study English and World History in a time-related sequence. This double emphasis of subject matter provides students with an additional challenge during their 9th grade year at Santa Rosa Jr. High. Major quarterly assignments are coordinated so that students work on one assignment and receive credit in both English and World History.

A copy of the goals and objectives of the program are attached as well as other pertinent information.

Students are placed in a coordinated teaching situation rather than in a team teaching situation so that English and World History are separate classes with separate teachers, but the units of study are coordinated by the World History time line so that, for example, when students are studying the French Revolution in World History, they are reading Tale of Two Cities in English. Although the primary coordination is through literature, major quarterly projects and writing assignments are also coordinated. Field trips and guest speakers are planned to enhance the coordinated program.

Year/ly evaluations of the program by students as well as by the teachers involved have resulted in refinements and changes to this program which is now in its fourth year.

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NAME Jean A. Behren DATE 1-30-84

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.

GOALS AND OBJECTIVES

1. To provide students in the program with the opportunity to study English and World History in a time-related sequence.
2. To provide students in the program with an additional challenge as a result of the coordination of activities in English and World History.
3. To provide academic students and the gifted and talented students a more rounded emphasis on subject matter.
4. To provide students with the opportunity to see the relationship between the two disciplines and to use the skills acquired in both areas of study.
5. To provide students with the opportunity to complete a coordinated project receiving a grade in both English and World History for the work completed.
6. To provide teachers with an opportunity to work together to enhance an already adequate program.
7. To provide teachers the opportunity to work with the same group of students and reinforce information and ideas in a systematic way.

IDEAS FOR ENGLISH/WORLD HISTORY
COORDINATION

1. Write a letter from one historical figure to another.
2. Interview a person from history.
3. Write the biography of a person from history.
4. BE a historical figure and write your own autobiography.
5. BE a historical figure and keep a journal of a particular period of your life.
6. Report an event from history as if you are there as a newspaper reporter.
7. Write a narrative poem about an historic event/about a person from history.
8. Write about an event from history from two opposing viewpoints of two people who were actually there and involved.
i.e. The Battle of Britain: Hitler/Churchill
9. Use showing writing to describe an historical event.
10. Write a play or a scene from a play about a particular event from history.
11. ORAL BIOGRAPHICAL (AUTOBIOGRAPHICAL) BOOK REPORT: Read a biography and become that person; come to class (in costume) for a ten minute visit and/or interview.
12. Write an interior monologue of a character from history.
13. Write a dialogue between two characters from history.

SANTA ROSA JUNIOR HIGH SCHOOL

500 E Street
Santa Rosa, California 95404

Dear Parent(s)/Guardian(s):

This year we are again coordinating the units of study in 9 English and 9 World History. This coordination will provide the students with an opportunity to study English and World History in a time-related sequence.

The following diagram will give you an idea of a coordinated unit of study:

<u>9 History</u>	<u>9 English</u>	
Ancient Civilization	Short Story	
Greeks	Mythology	Review: Mechanics
Rome	Odyssey	The Paragraph

We believe this double emphasis of subject matter will provide students with an additional challenge during their 9th grade year at Santa Rosa Junior High. Students will also have an opportunity to coordinate major assignments in both English and history. For example, a term paper on the Elizabethan era might be assigned as a single project in both English and history and graded by both teachers.

We look forward to sharing more information about this coordinated program with you on Back to School Night.

Sincerely,

Jean A. Behrens

Jean A. Behrens, 9 English

Dolores M. Zeni

Dolores M. Zeni, 9 World History

BRIEF SKETCH OF COORDINATED AREAS OF STUDY

Areas of Coordination

Jean Behrens/Dolores Zeni

9-English/9-World History

	HISTORY	ENGLISH
First Quarter (9 weeks)	Ancient Civilizations Greeks Romans Begin Middle Ages	Short Story Mythology <u>Odyssey</u>
Second Quarter (10 weeks)	Complete Middle Ages Renaissance India, China, Japan	<u>Romeo and Juliet</u>
TERM PAPER		
Third Quarter (9 weeks)	Rise of Nation States French Revolution Napoleon Industrial Revolution Career Unit	<u>Tale of Two Cities</u> Speeches
Fourth Quarter (9 weeks)	Thought and Protest World War I Russian Revolution 20th Century Dictatorships World War II--50's 60's--80's	<u>To Kill a Mockingbird</u> <u>Hiroshima</u>

FIRST QUARTER PROJECTS

Choose ONE of the following projects. DUE DATE _____

1. Read Lost Worlds by Ann Terry White. Write a review of the archeological findings of Troy, the mask of Agamemnon, and early Greek Civilizations.
Read Gods, Graves, and Scholars - Ceram, C. Make a book cover with a review of the book for a potential reader.
Read The Greek Way by Edith Hamilton. Write a book review for a magazine.
2. Make a model of a Greek theater or amphitheater and include a short summary of Greek drama.
3. Write a report on Greek architecture including the temples and columns. Include examples or pictures to illustrate ancient and present examples of the influence of this type of architecture.
4. Greek Drama. Include the place of comedy and tragedy, use of the chorus, performers, etc. Aeschylus, Sophocles, Euripides and Aristophanes should be included. You can develop this as an interview, a newspaper, an ad, a poster, or a report.
5. Sparta, A Military State: poster, report, collage, newspaper.
6. Athens, A Democratic City-State: poster, report, collage, newspaper.
7. Write a report on the Persian wars. Include information on the Battle of Marathon, the Battle of Thermopylae, the Battle of Salamis. Include how these battles changed the course of Western Civilization.
8. Write a report on the development of narrative history as we know it through the writing of Herodotus, Thucydides and Xenophon. What events did each historian cover and the importance of each one should be included.
9. Write a report about the Olympic Games - - ancient and modern...history - map of the world indicating places they have been held..color code winter-summer.
10. Create a brochure for a trip to important sights in Greece. Include an itinerary, map, pictures, etc.
11. Write a report on the influence of Greek words in our language and the development of the alphabet.
12. Write a report on Hippocrates.
13. Find a copy of the Hippocratic Oath. Discuss the Hippocratic Oath with a medical doctor and find out its importance in the 1980's.
14. Write a report on Greek sculpture and art (particularly vase painting). Illustrate with pictures or cut-outs from travel brochures or other materials.
15. Alexander the Great - Empire Builder. Write a report on the spread of Greek culture by Alexander and during the Hellenistic Age which came after his death.

16. Greek culture has influenced advertising slogans. Present illustrations of slogans, emblems, ads, etc., containing this Greek influence.
17. Write an original myth.
18. Make a collage with Greece or Rome as the theme.
19. Write a play and perform it (in Greek style) for the class.
20. Create your own Greek god or goddess. Name them, include emblems, patronage, etc. Include his/her life story or one major adventure.
21. Do an in-depth character sketch of a Greek god or goddess.
22. Create a modern-day god or goddess (in the Greek style). Oral report (dress up) written - drawings included.
23. Write and present to the class a report on Greek food. Write out one or more recipes and bring in samples of the food to share with the class.
24. How did the Persian wars influence Western history? Map. Battles - strategy. Outcome.
25. Select an important person from Greek history. Become that person and write that person's journal.
26. Draw a map of the travels of Odysseus with explanation.
27. Draw a map of the important battles of the Persian Wars. Include a one page explanation of the map.
28. Draw a map of ancient Greece. [Written explanation, including peoples and civilizations.]
29. Draw a map of Alexander's Empire. Include a biography and highlight his contributions to civilization.
30. Become a famous Greek or Roman and deliver a speech as this person might have done on an appropriate topic.
31. Investigate the life of Heinrich Schlieman and the Seven Cities of Troy. Draw maps of the area and tell about the archaeological impact of his findings.
32. Homer, the Iliad and the Odyssey - map of the journeys of the Odyssey - present a short biographical sketch of Homer.
33. Any other idea which is approved by the teachers.

....DO NOT LIMIT YOUR RESEARCH TO ENCYCLOPEDIAS!! LOOK INTO THE READERS' GUIDE FOR MAGAZINE SOURCES.

....ALL WRITTEN REPORT MUST INCLUDE A BIBLIOGRAPHY.

... USE BOOKS AND MAGAZINES FOR INFORMATION.

....BE SURE TO USE YOUR OWN WORDS IN WRITTEN REPORTS. WE RECOGNIZE ENCYCLOPEDIA ENTRIES!

Project--4th Quarter
1815--post W. W. II
Newspaper Front Page/Historical Cartoon
Miss Behrens/Mrs. Zeni

THE FRONT PAGE: This must be developed from a point of view that is an outgrowth of the idea or time period that you have selected. (See the example form)****

THE HISTORICAL CARTOON: If you prefer you may do two historical cartoons using a time or idea period as mentioned above. One of the cartoons will represent the pro (for) point of view; the other cartoon will be an anti (against) point of view. You must complete the written sheet for each cartoon.

SUGGESTED TIME/IDEA PERIODS AND THE POINTS OF VIEW POSSIBLE:

Industrial Revolution--worker--owner/capitalist
Imperialism--Western nation/colony
Nationalism-- group seeking to become a new country
World War I--Allies/Central Powers
Patterns of Thought and Protest--Utopian Socialist, Reform journalism
Anarchist, Socialist, Royalist, etc.
Russian Revolution--Marxist/czarist (peasant/worker--autocrat)
Totalitarianism--Fascist/Nazi--The Free World
World War II--The Allies--The Axis Powers
*****To Kill a Mockingbird--Human rights (Atticus Finch)/The Community

Some details you will need

- A Masthead--A name for your newspaper
- A front-page editorial
- Five headlines and the stories to go with each headline.

Your project will be graded on the following criteria:

1. Originality of the total project
2. Creative format
3. Appropriate headlines
4. Quality of writing--
tight paragraphs
choice of verbs and adjectives to support point of view
5. Overall impression--neatness, form, and total presentation

DATE DUE _____

NOTES

****You may wish to be more creative and do more than a front page. In addition to the details listed above you might include ads, personals, advice column, comic strips, weather, sports, etc.

4th Quarter Projects
Zeni/Behrens
Newspaper

NAME _____

GRADE _____

	<u>English</u>	<u>History</u>
ORIGINALITY	10 _____	10 _____
CREATIVE FORMAT	10 _____	10 _____
APPROPRIATE HEADLINES	20 _____	20 _____
QUALITY OF WRITING	30 _____	20 _____
POINT OF VIEW	20 _____	20 _____
OVERALL IMPRESSION		
Neatness, form	10 _____	20 _____
TOTAL	100 _____	100 _____
COMMENTS		

4th Quarter Project
Zeni/ Behrens
Cartoon

NAME _____

GRADE _____

	<u>English</u>	<u>History</u>
ORIGINALITY	20 _____	_____
CREATIVE FORMAT	20 _____	_____
QUALITY OF SKETCH	20 _____	_____
POINT OF VIEW	30 _____	_____
OVERALL IMPRESSION	10 _____	_____
TOTAL	100	
COMMENTS		